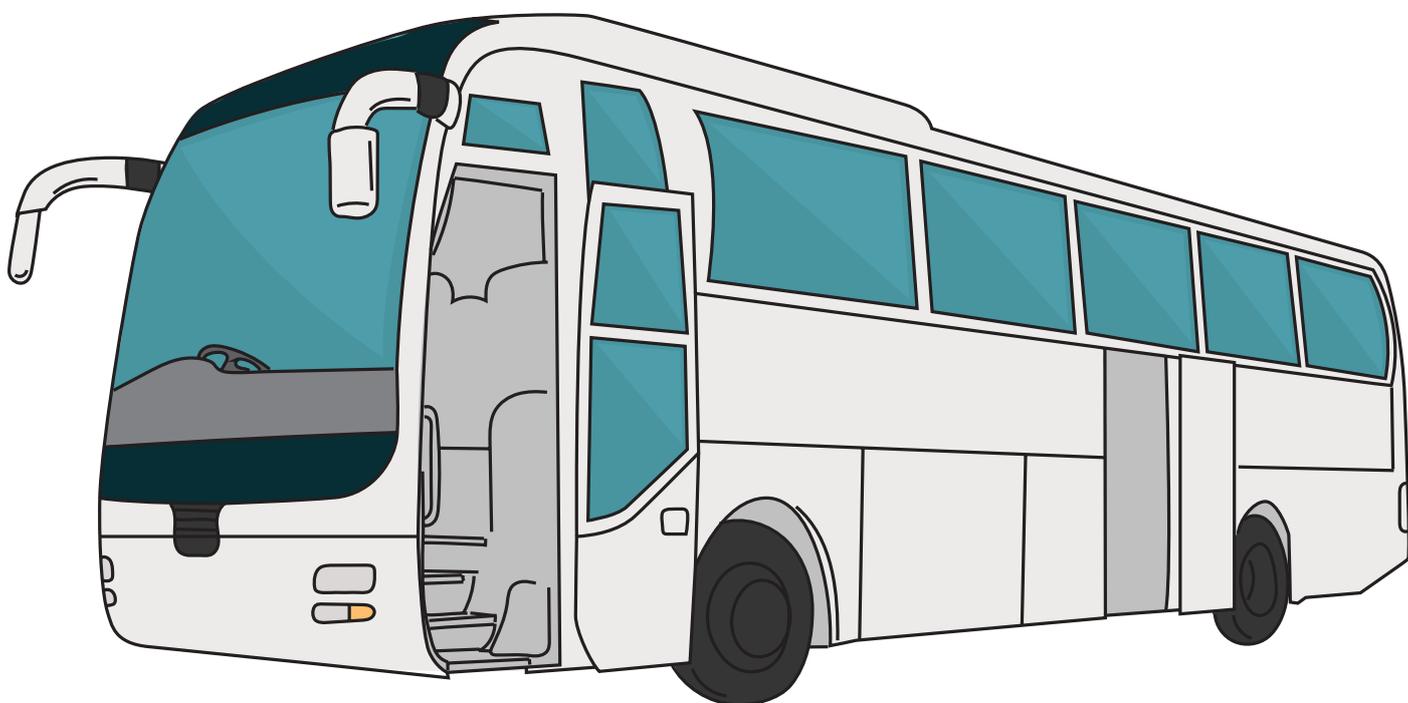


# IPaSS - Top tips for planning a Residential Educational Visit for a pupil with a physical difficulty



## Why plan?

In schools around the country residential visits are being planned each day. They may be as a celebration for nearing the end of primary education or as part of specific subject course work. Whatever the reason for the residential visit, planning is crucial and it can't start early enough. As class/subject teachers we already have an idea of the trips planned for the coming year. These are often at the same time of year and the same venue, but when including a pupil with a physical difficulty (PD) this may need to be reviewed. Particularly when thinking of venues that are outside activity based sites ask the question 'what will my pupil be able to do?' By putting yourselves in the pupils shoes you will be able to think carefully about how included they will be and whether it will be possible to even get there. It is your priority to complete a full risk assessment for each aspect of the visit before you discuss or offer it to any pupil to ensure that all are able to access the same opportunities. The Equality Act and Schools 2010 updated May 2014 says;

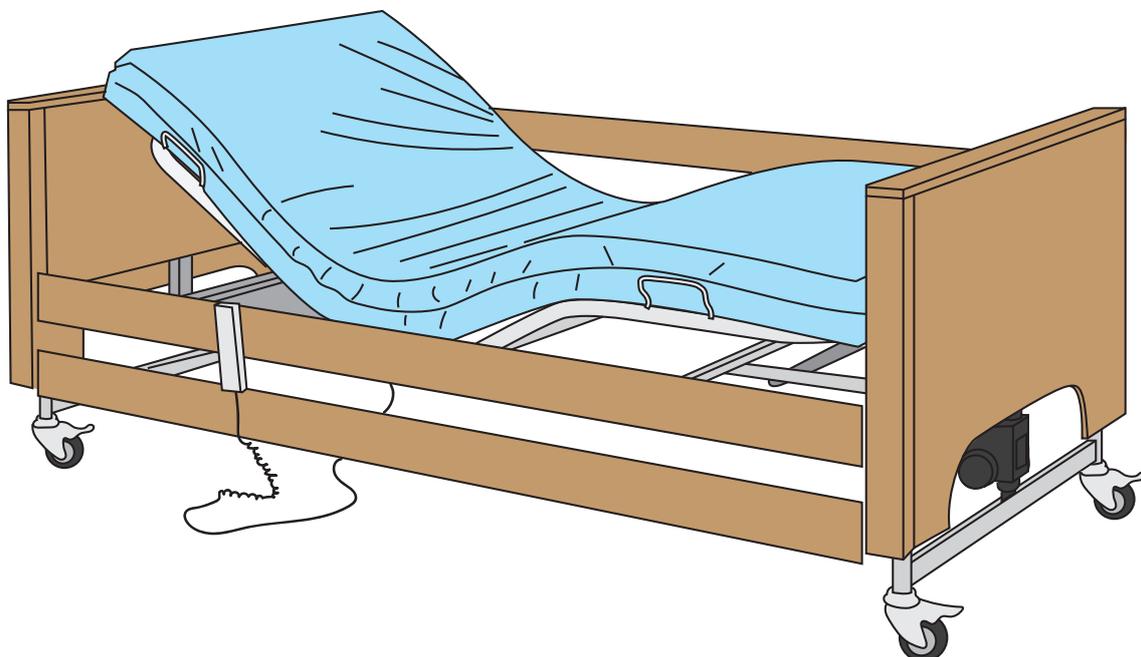
4.2 The overriding principle of equality legislation is generally one of equal treatment... However, the provisions relating to disability discrimination are different in that you may, and often must, treat a disabled person more favourably than a person who is not disabled and may have to make changes to your practices to ensure, as far as is reasonably possible, that a disabled person can benefit from what you offer to the same extent that a person without that disability can

In conjunction with this advice booklet the IPaSS document **Including Children who have Physical Difficulties/Medical Conditions in Educational Visits** should also be consulted for further detail.

# What's important when considering a residential educational visit?

## Consider the venue

- All residential venues will have an accessibility plan and will be happy to discuss individual needs. It is crucial that a site visit is carried out as soon as possible. Think about what the pupil's needs are in school throughout the whole day and can these be met in this venue day and night?
- Is it in this country? How will you get there? How long will it take?
- Is the building fully accessible for all i.e. ramp/ stairs/ lifts, is it on different levels, how big are the rooms. Will your pupil be with their peers at night time?
- Check the room that the pupil will be sleeping in, is the bed suitably adapted in order to help the staff carry out moving and handling safely, is equipment needed hoist sling etc?
- What evacuation protocols are in place, equipment, trained staff, is the equipment suitable for use with this particular pupil?
- Would a ground floor room be more appropriate especially if the building had to be evacuated?



## Consider toilet/changing facilities/ sleeping arrangements

- What are the personal care needs of the pupil? Are the staff happy to meet these i.e. night time pads, support for showering etc. These may not be tasks that are actually carried out in school and depending upon the age of the pupil may need some careful consideration.
- If there are procedures that staff are not comfortable with completing, such as bowel washouts what would happen instead?
- If the pupil wears night time pads would they be happy to share a room with their peers or would it make them feel uncomfortable?
- Are the changing facilities accessible for a wheelchair user plus support staff?
- Is there a room close by so that a member of staff is to hand?
- If the sleeping area is upstairs, is it accessible to the pupil? If not what alternatives are possible?
- Will the bed be suitable for the pupil to use?
- Are the toilets/ showers nearby? What are the bathing facilities like and is there room for staff supported bathing to be carried out safely? Also bear in mind that a ratio of 2 to1 may be required for bathing and personal care.

## Consider the activities.

- Investigate activities – can your pupil do all of the things on offer. If not what can be offered instead?
- What can you do to make it as accessible as possible?
- Will the time of year / weather affect what you do?
- You may have to re-think the staffing ratio/ numbers so that staff are able to take rest breaks. Residential visits, although fantastic fun, are also extremely tiring for the staff involved; when considering a pupil with additional PD this may be even more so.
- Will staff be adequately trained in carrying out the tasks that are required? Again this will change the ratio of staff needed.
- If carrying out visits off site do you have a RADAR Key (available from Disability Rights UK if the family doesn't already have one)? The key enables access to all accessible toilets to support personal care. Are there needs for more specialist support such as plinth, hoist?
- Use the Changing Places Toilets Map to identify suitable places in an unknown area/ on route and contact them to check or go and see when doing the initial visit. Check that staff are familiar with the equipment that they may be expected to use, and that the equipment is inspected in line with health and safety guidelines.
- If going to a beach, advice can be sought in advance from the local authority to see if they have a wheelchair that can be used on the beach. There may be a small daily charge but it is usually minimal.
- The days are always very full on residential visits and will quickly tire a pupil with PD. It would be worth going through the plans with parents/ physiotherapist and pupil to see if there are any activities that they may want to avoid – not everyone is keen on abseiling! Rest breaks will be an important aspect of a successful trip.

## Consider transport

- What will this look like? Can the pupil access the vehicle i.e. climb steps up and down? Is there a ramp, is there somewhere to secure a wheelchair if necessary?
- Check that the wheelchair is crash tested prior to it being allowed onto the transport.
- If you need to accommodate a wheelchair will this affect the capacity of the coach?
- Will it affect the overall cost of the trip?
- How long can the pupil stay in one position for without stretching?
- How long will the journey take?
- Will there be rest stops on route?
- Will a cross channel ferry be involved and how will the pupil access this? Will the cabins be suitable to accommodate the pupil safely, whilst allowing for changing/bathing/toileting?
- Are the sleeping facilities suitable? Would they need a hoist to transfer between equipment? How could this be managed successfully?
- Will an aircraft be involved? If so how will the pupil access the aircraft? Is moving and handling equipment needed to make sure that the transfer is safely carried out?
- Most airlines now have equipment available to enable people to be transferred to their seat in a safe and dignified manner. IPaSS can help if more information is needed.

## Planning the residential visit

- Once a site has been identified a detailed risk assessment visit must be carried out by the lead member of staff.
- This will include careful investigation of all the points mentioned above as well as discussions with senior teachers, Physiotherapists/ Occupational Therapists, parents and specialist support services such as IPaSS.
- Review plans one month before you are due to go and then again one week before the planned date.
- Regular discussions with staff who are joining you and the venue are crucial so that everyone understands what is needed and their role on the day. Ensure you have an evacuation plan in place – many venues will already have one.

## Additional advice

- Make sure that everyone knows what they are expected to do during the visit and have each day's agenda/times and how they fit into it ready before the visit begins.
- Consider tiredness and the ability to complete everything on the agenda, choose what the pupil really wants to do – talk to them and their parents.
- Check all insurance including medical documents are understood - if a hospital is needed you need to know where this is in relation to where you are staying, also a medical file explaining in detail the pupil's medical problems should be taken.
- Do staff know what is expected of them in case of say a seizure or medical emergency?
- Would it be advantageous to have a manual chair as backup in case the powered chair fails to operate correctly?
- Does the key person have communication with the leader at all times, e.g. walkie-talkie?
- Make sure you have any medication, a paediatric first aider and any additional equipment that might be needed ready to go. Planning about where it will be stored during the visit is also crucial. Some medication may not be taken in school so could be unfamiliar to staff
- Early liaison with Health Care Specialists will be vital for pupil's who have significant difficulties such as ongoing cancer care or heart difficulties. This will ensure that the Health Care Plan is current and relevant to the current situation and they will be able to liaise with and pass on details to the nearest hospital in case of the need for advice or admission.
- Ensure staff get regular breaks – supporting one person all day is a huge task and can be emotionally and physically draining especially if staff are pushing a wheelchair for long periods of time.
- Have a back-up plan in case things don't go as expected.
- Take photos videos etc. The pupil may not be able to record in writing what they need to on the day as they will be already using a large amount of energy just being there.
- Make sure the pupil has suitable clothing for every event that might be taking place.
- Check that the wheelchair is tested and checked by a competent person and is in full working order, i.e. brakes, tyres, fixtures and fittings, and if using a powered wheelchair that the charger unit is taken along also.
- Make a support package that is specific to this pupil. It may include details such as parent contact details, emergency contact details, medication/ procedures, physiotherapy exercises, Health Care Plans, Personal Emergency Evacuation Plans, Intimate Care Plans to mention but a few things.

## Tick List

- Venue visited with risk assessment completed
- Additional costs factored into the trip price
- Suitable transport booked, route planned
- Accessible toilet facilities identified for all aspects of the visit
- Staff identified and understand their roles during the visit – personalised agenda
- Activities differentiated to meet needs with back up plans ready
- Emergency plan ready in case the visit needs to be ended, contact details available
- Have great fun!!

### Additional information

- Equality Act 2010 and Schools (May 2014) [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/315587/Equality\\_Act\\_Advice\\_Final.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf)
- IPaSS reference link to the IPaSS website - Including Children who have Physical Difficulties/ Medical Conditions in Educational Visits
- Changing Places location finder [http://www.changing-places.org/find\\_a\\_toilet.aspx](http://www.changing-places.org/find_a_toilet.aspx)

### Contact details

- IPaSS [www.ipass.org.uk](http://www.ipass.org.uk) 01482 318400
- RADAR Key - [www.disabilityrightsuk.org](http://www.disabilityrightsuk.org)
- Changing Places Toilets Map - [www.changing-places.org/find\\_a\\_toilet.aspx](http://www.changing-places.org/find_a_toilet.aspx)